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ABSTRACT

In March 1992, a team of Big Bend Community College (BBCC) faculty members traveled to Washington State University (WSU) to survey and interview former BBCC students enrolled at WSU. The purpose of the investigation was to assess the effectiveness of BBCC in preparing students for transfer to and continued success at the four-year college level, and to measure BBCC's effect on the students' abilities and skills. Of the 48 former BBCC students attending WSU, 19 (40%) met with the team and completed a short evaluative survey. Of these, 17 were BBCC graduates. On the average, participants had been away from BBCC for 1.8 years. Following the survey, each student participated in an interview discussion with at least one faculty member, focusing on issues of educational quality and improvement at BBCC. Major findings included the following: (1) 17 out of 19 students reported their overall experience at BBCC as "good" or "very good," with the most frequently mentioned areas of satisfaction being the quality of teaching, the smallness of the school and classes, the availability of faculty, the low cost and locality of education, the positive and friendly atmosphere/people, and the good reputation of the college; (2) areas most often identified as weaknesses included academic/curriculum advising and the number and variety of curricular offerings; and (3) students offered specific recommendations for improving classes to better prepare them for academic life at WSU, such as providing more exposure to computers and essay/take-home exams, requiring more papers/writing, and expecting more from students by making courses and workloads more challenging. Data tables, verbatim student comments, and the survey instruments are included. (JMC)

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BBCC
TRANSFER STUDENT FOLLOW-UP:

WASHINGTON STATE UNIVERSITY STUDENTS REFLECT UPON BIG BEND COMMUNITY COLLEGE EDUCATION

Office of Assessment

Big Bend Community College

Moses Lake, Washington

by Scott Allard, March 1992

JC920204

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I. INTRODUCTION

In March, 1992 a team of faculty members traveled to Washington State University to survey and interview former BBCC students enrolled for Spring Semester[1]. The purpose of the trip was to assess the effectiveness of Big Bend in preparing students for transfer to and continued success at the four-year college level. Also sought and obtained were measures of institutional impact on student abilities and skills emphasized in the college's mission and goals statement.

Of the 48 former BBCC students attending WSU (Pullman), 19 (40 percent) met with the team and completed a short evaluative survey[2]. Following the survey, each student participated in an interview discussion with at least one faculty member that focused on issues of educational quality and improvement at BBCC[3]. Faculty took notes on student responses and reactions to these issues. Complete results from the survey are summarized in the tables below, followed by verbatim survey comments and answers to the interview discussion questions (IDQ's -- these latter data are tallied to account for "overlapping" and multiple responses).

II. SURVEY RESULTS

1a. Are you a Big Bend Community College graduate?

	N	%
YES	17	89.5
NO	2	10.5
	19	100.0

1c. WSU Majors _____?

MAJOR	N
Education	4
Economics	2
Sociology	2
Accounting	1
Agribusiness	1
Architecture	1
Chemistry	1
Environmental Sci.	1
Food Science	1
General Studies	1
Math	1
Mechanical Engr.	1
Pharmacy	1
Social Studies	1
	19

Last year attending BBCC	N
91-92	1
90-91	9
89-90	4
88-89	4
87-88	1
	19

On the average, students attending the interview sessions have been away from Big Bend for 1.8 years.

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[1] I should like to acknowledge and thank the faculty members involved in this project for their time and effort: **Roger Glaese, Michael Krueger, Joe Rogers, Brenda Teals,** and **Barbara Whitney.**

[2] 25 of the 48 students hold a transfer degree from BBCC. Of these 25, 17 (68%) attended the interview session, while only 2 of 23 (9%) non-transfer-degree holding students participated. However, all 48 former BBCC students were notified of our visit and invited to share their views with the college team.

[3] A copy of the survey and the interview discussion form are included in the Appendix. 1

3. Compared to BBCC, do you consider academic work at WSU to be more demanding, less demanding, or about the same?

	N
More demanding at WSU	10
About the same	7
Less demanding at WSU	1
Total	18

(Note: The one student responding "less demanding at WSU" is an Education major with emphasis in History.)

4. Would you recommend BBCC to a friend considering college?

	N
No, under no circumstances	-
No, probably not	-
Yes, with reservations*	9
Yes, without reservations	10

* See p. 12 for list of student comments.

5. How would you evaluate each of the following at BBCC?

- ALL STUDENTS RESPONDING -

	VERY POOR (1)	POOR (2)	FAIR (3)	GOOD (4)	VERY GOOD (5)	T	MEAN	MEDIAN	% GOOD OR VERY GOOD
Quality of teaching	-	-	-	9	10	19	4.5	5.0	100.0
Availability of faculty	-	-	1	5	13	19	4.6	5.0	94.7
Quality of courses you have taken	-	-	3	9	7	19	4.2	4.0	84.2
Availability of courses	1	3	8	3	3	18	3.2	3.0	33.3
Preparation of courses related to your current major (if applicable)	-	-	8	2	6	16	3.9	3.5	50.0
Your overall BBCC experience	-	-	1	8	10	19	4.5	5.0	94.7

(Question 5)

Here, students demonstrate a strong, positive evaluation of the quality of faculty teaching and availability at BBCC, in addition to the quality of courses and their overall Big Bend experience. Individual ratings "rarely" fall below the "very good" or "good" categories. The "preparation of courses" related to the student's major also received "good" marks, but some confusion about the *connected-ness* of their BBCC coursework and their ultimate coursework in the WSU major can be observed in the student comments, in addition to the relatively high percentage of "fair" responses shown here. Some students essentially want more guidance in choosing a major earlier in their educational career and think that counseling and advising services can use some degree of improvement in helping students coordinate their coursework to facilitate transfer to WSU. This theme is carried throughout the survey and IDQ's (See student comments to survey question #7 -- dealing with "advising," as well as responses to IDQ's #2, #3, and #5). Although this may serve to remind us of our mission and also of what students expect, *some* degree of responsibility in these regards also lies with the student.

The reaction to "availability of courses" is consistent with the results of previously conducted student surveys by the BBCC Public Information Office concerning the impact of enrollment caps and funding reductions[4]. However, there seems to be something else at work here. It is believed that there is more than one attribute intrinsic to the responses to this item. First, there is a dimension of responses to "course availability" that deals with limited seating, closed classes, and the number of sections offered, while another deals with a given range or "variety" of courses available. The former concern is focused on the institution (BBCC in general), while the latter seems to be focused on a particular department or program (please see responses to IDQ #5). An effort will be made in the future to include both areas of concern for students to evaluate.

Despite a few reservations, these items received overall "good" to "very good" marks. To the right please note the "average" score, middle score, and percent score summaries of each item that was evaluated. This basic reporting pattern will be observed for the rest of the multiple-response sets such as this one.

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[4] For more information contact Mr. Doug Sly, BBCC Publications and Information Assistant, at extension 209.

6. Please indicate how frequently you used each service and indicate the quality of the service received (with 1 meaning "very poor" and 5 meaning "very good).

- ALL STUDENTS RESPONDING -

	How often have you used this service?					How would you rate the quality of service you received?								
	FRQ'NTLY	OCCA'LLY	SELDOM	NEVER	T	V.POOR (1)	POOR (2)	FAIR (3)	GOOD (4)	V.GOOD (5)	T	MEAN	MEDIAN	% GOOD OR V.GOOD
a. Library	6	11	1	1	19	1	1	2	6	8	18	4.1	4.0	77.7
b. Math Lab	-	3	5	11	19	-	1	2	4	1	8	3.6	4.0	62.5
c. English Lab	1	5	1	12	19	-	-	2	3	2	7	4.0	4.0	71.4
d. Counseling Center	1	7	8	3	19	-	1	7	5	3	16	3.6	3.5	50.0
e. Career Center	-	1	6	12	19	-	2	3	1	1	7	3.1	3.0	28.6
f. Gym/Recreational Activities	5	4	7	2	18	-	-	4	8	4	16	4.0	4.0	75.0
g. Computer Lab	2	6	5	6	19	-	1	4	5	2	12	3.7	4.0	58.3
h. Foreign Lang. Lab	3	-	2	14	19	-	-	3	-	2	5	3.8	3.0	40.0

RESPONSES OF THOSE WHO "FREQUENTLY" OR "OCCASIONALLY" USED EACH SERVICE

	How often have you used this service?			How would you rate the quality of service you received?								
	FRQ'NTLY	OCCA'LLY	T	V.POOR (1)	POOR (2)	FAIR (3)	GOOD (4)	V.GOOD (5)	T	MEAN	MEDIAN	% GOOD OR V.GOOD
a. Library	6	11	17	-	1	2	6	8	17	4.2	4.0	82.4
b. Math Lab	-	3	3	-	-	1	2	-	3	3.7	4.0	66.7
c. English Lab	1	5	6	-	-	1	3	2	6	4.2	4.0	83.3
d. Counseling Center	1	7	8	-	-	3	3	2	8	3.9	4.0	62.5
e. Career Center	-	1	1	-	1	-	-	-	1	2.0	2.0	0.0
f. Gym/Recreational Activities	5	4	9	-	-	1	4	4	9	4.3	4.0	88.9
g. Computer Lab	2	6	8	-	-	2	4	2	8	4.0	4.0	75.0
h. Foreign Lang. Lab	3	-	3	-	-	1	-	2	3	4.3	5.0	66.7

(Question 6)

Question six (6) asks students to report how often they used some general student services of BBCC and their evaluation of the quality of the service received. Note that the Library seems to be the most frequently used service [17 students (90%) used it "frequently" or "occasionally"], followed by the gym/other recreational services, the Counseling Center, and the Computer Lab. The most surprising finding is the lack of use of many of the college's learning and resource labs (with the exception of the computer lab) and the Career Center. The high percentages of "never used" responses range from 74% (Foreign Language Lab) to 58% (Math Lab). Nonetheless, on the average, evaluations range from positively "fair" to "good" for most services. However, the Career Center received the overall lowest average mark.

The lower table illustrates the change in evaluations observed when the frequency of student use is taken into account. Overall, evaluations for every service *improved* when the frequency of use was controlled, save for the Career Center. These ratings consistently tended to be positive.

7. Please indicate how clear the procedures are for each service, and rate the quality of the service received:

- ALL STUDENTS RESPONDING -

	How clear are the procedures?					How would you rate the quality of service you received?								
	CLEAR	SOMEWHAT CONFUSING	VERY CONFUSING	DIDN'T USE	T	V.POOR (1)	POOR (2)	FAIR (3)	GOOD (4)	V.GOOD (5)	T	MEAN	MEDIAN	% GOOD OR V.GOOD
a. Admissions	17	1	-	-	18	-	-	4	10	4	18	4.0	4.0	77.8
b. Registration	13	5	1	-	19	-	1	3	10	5	19	4.0	4.0	78.9
c. Financial Aid	2	2	-	13	17	-	-	1	2	1	4	4.0	4.0	75.0
d. New Student Orientation	5	1	-	13	19	1	-	2	2	2	7	3.6	4.0	57.1
e. Degree/Certificate Requirements	10	6	-	2	18	-	-	4	8	2	14	3.9	4.0	71.4
f. College Publications (Catalog, Schedule)	15	2	-	1	18	-	-	4	4	8	16	4.3	4.5	75.0
g. Advising/Course Selection	11	7	-	1	19	-	4	3	7	4	18	3.6	4.0	61.1

(Question 7)

Question seven (7) asks students to indicate how clear the "procedures" are for some other BBCC services, and their evaluation of the service received. Note the degree of "somewhat confusing" responses for the "advising/course selection" and "degree/certificate requirements" items. This supports the findings witnessed in question five (5) dealing with "preparation of courses related to (their) major" (See also student comments to this question, in addition to IDQ's mentioned previously -- #'s 2, 3, and 5). "Registration" also had a few "somewhat confusing" responses. Also interesting is the lack of "Financial Aid" and "New Student Orientation" use. Despite some confusion, though, average overall evaluations of the services received tended to be positive or "good."

8. Please rate BBCC's contribution to your development in each of the following areas. Use the 1 to 5 scale below, with 5 meaning BBCC did a "very good" job and 1 meaning BBCC did a "very poor" job. If you think an item does not apply to <u>your</u> Big Bend Community College experience, please skip it.

- ALL STUDENTS RESPONDING -

	VERY POOR (1)	POOR (2)	FAIR (3)	GOOD (4)	VERY GOOD (5)	T	MEAN	MEDIAN	% GOOD OR V.GOOD
Expanded my desire for life-long learning	-	-	3	8	8	19	4.3	4.0	84.2
Improved my ability to critically evaluate ideas and arguments	-	-	3	12	4	19	4.1	4.0	84.2
Broadened my knowledge of the arts and sciences	-	-	4	7	8	19	4.2	4.0	78.9
Increased my sensitivity to cultural diversity	-	-	4	9	3	16	3.9	4.0	75.0
Improved my ability to communicate in writing	-	-	5	10	4	19	3.9	4.0	73.7
Enhanced my self-confidence	-	-	5	7	6	18	4.1	4.0	72.2
Assisted me in clarifying the values and goals of my life	-	2	4	7	5	18	3.8	4.0	66.7
Improved my math skills and abilities	-	1	5	5	6	17	3.9	4.0	64.7
Improved my ability to community orally	-	1	6	7	5	19	3.8	4.0	63.2
Improved my ability to define and solve problems	-	-	7	8	3	18	3.8	4.0	61.1
Expanded my tolerance for people and ideas	-	1	6	6	5	18	3.8	4.0	61.1
Enhanced my ability to get along and work with others in groups	-	-	8	5	5	18	3.8	4.0	55.6
Expanded my creativity	-	-	8	4	6	18	3.9	4.0	55.6
Helped me to recognize my rights, responsibilities and privileges as a citizen	-	-	7	6	2	15	3.7	4.0	53.3
Increased my leadership abilities	-	2	7	3	4	16	3.6	3.0	43.8

(Question 8)

Question eight (8) elicits student perceptions of the quality of the contribution of BBCC toward their development in a variety of areas consistent with the mission and goals statement of the college. Students were instructed to "skip" an item if they felt that it was not applicable to their experience at Big Bend. Items in the table are listed in rank-order from highest to lowest based on the percentage of students responding "good" or "very good" regarding the contribution of the college toward each particular area.

On the average, students gave positively "fair" to "good" evaluations of all areas, while a few areas (such as "life-long learning," the "critical thinking" component, "broad-based knowledge of the sciences and arts," and the building of "self-confidence") enjoyed evaluations <u>better</u> than "good" (>4.0). Also receiving impressive marks were the contributions of the college toward "increasing sensitivity to cultural diversity" and "improving abilities to communicate in writing."

An interesting finding rests in the discrepancy between the respective table positions of "sensitivity to cultural diversity" and "tolerance for people and ideas." Perhaps asking students to rank-order all areas in terms of perceived BBCC contribution, in addition to asking them to evaluate each area, will lend insight to this issue.

III. SUMMARY

As shown in the survey results, students transferring from Big Bend to Washington State University were generally very satisfied with their experience at BBCC. Seventeen out of 19 students reported their overall experience at BBCC as "good" or "very good." Most frequently mentioned areas of satisfaction include the quality of teaching, the smallness of the school and classes, availability and student orientation of faculty, low-cost and locality of education, positive and friendly atmosphere/people, and a good reputation.

Areas most identified as weaknesses and in need of improvements include academic/curriculum advising and curricular offerings (both in number and variety). Other areas of concern include library hours and resources, computer lab hours (students specifically appealed for evening and weekend hours for the library and computer labs), and the career center.

Specific recommendations were offered for improving classes to better prepare students for academic life at WSU, such as exposing students more to computers and essay/take-home exams, requiring more papers/writing, and pushing students more with greater expectations (courses too easy, workload too light).

Students completing the survey have been away from BBCC for an average of 1.8 years. This is important to keep in mind as improvements in some areas may already be in place, or are now being planned for the future.

IV. STUDENT COMMENTS (SURVEY)

The student comments to the survey questions are listed verbatim. Particular responses from each individual can be observed across all questions. That is to say that REC# 1 (record number one) for the first question is the same individual as REC #1 for all questions in *this* section, and so on. Blank lines indicate no comment or missing information.

Student comments to selected questions:

Question 2: *Were there any problems for you with regard to the transfer of your BBCC credits to WSU? Please explain:*

REC#	
1	Yes. When I got here, nobody figured which credits would transfer and which would not, so nobody could really help me figure which classes to take. Everybody I went to sent me to somebody else. After 3 days and an extra trip up here, I got it figured out
2	
3	
4	
5	I took several GER requirements that I have to retake here.
6	
7	I almost did't get credit for speech class, but I went into French Ad. and talked them into it.
8	Some Humanities courses do not fit well with the WSU Humanities. So I have to take some extra courses here.
9	Humanities class, Drawing, couldn't transfer to WSU, so I have to take some Humanities class for the College of Science.
10	
11	Not really, some classes did not transfer directly by general credit was given.
12	Just the usual quarter to semester difficulties. BBCC classes weren't enough to qualify as a total credit as WSU.
13	
14	Not really; I did have one instance with WSU accepting anothefr student's Bus. Law and not mine. But, I got that changed very quickly.
15	Yes; my diploma didn't have my degree documented on my transcript. After it was corrected I had no problem getting junior-level status.
16	
17	
18	
19	Just that 101 levels would not transfer.

Student comments to selected questions:

Question 3: *Compared to BBCC, do you consider academic work at <u>WSU</u> more demanding, less demanding, or about the same? How so? Please explain:*

REC#

1 The work is about equal. The only difference I can really see is at Big Bend, classes are worth 5 credits and here they are only worth 3. So here you have to take more classess, which keeps you a lot busier; more homework

2 Less demanding, but more classes sheduled for time period.

3 More demanding; the difficulty of the material requires more study time.

4 About the same, but it depends on the classes. Some science classes here are a little harder.

5 About the same. It is easier to keep up here with classes being every other day. Heavy loads here can be more difficult because there is no 3 day weekend.

6 More demanding -- much more studying required.

7 The academic work at WSU is about the same as far as I'm concerned. The only big difference for me is that I've had so many accounting classes all at once in the last year and a half.

8 More demanding. Most of the classes I take are upper level, and I take many courses with labs.

9 More demanding at WSU.

10 More demanding -- classes more competitive, higher level courses.

11 It depends upon the classes, in introductory classes it is more work, but more is learned at Big Bend.

12 I feel the academic work is the same, but with more interaction at BBCC.

13 About the same in comparison to the same level.

14 Very more demanding -- I don't know if it is because at WSU we take 5 classes to get 15 credits complared to 3 classes at BBCC.

15 About the same; except you are required here to have more independence.

16 My work here at WSU has been considerably more demanding. I have a lot of projects and paperwork.

17

18 A lot more demanding at WSU.

19 More demanding because tests are further apart; teachers are often not as good.

Student comments to selected questions:

Question 4: *Please indicate any reservations you might have about recommending BBCC to a friend considering college?*

REC#	
1	
2	Only about what classes (instructors) to avoid and what to expect from certain student age groups.
3	The location, and specifically Moses Lake.
4	Sometimes classes at Big Bend don't transfer well from BBCC to here. Also at BBCC it's hard to know which classes to take for your major so that the transfer is made easier.
5	Engineering majors should come to WSU A.S.A.P.
6	
7	Just make sure the speech class transfers to WSU! Also, warn the transfer students to check and make sure that ALL their classes transfer -- my Business Law did and another student's almost didn't.
8	It depends on your major. You might have some problem if you wish to be a science major because of fewer classes at BBCC.
9	
10	
11	
12	
13	I would recommend BBCC to a friend as long as I won't slow that person down in achieving their educational goals.
14	If you are undecided about a major, then BBCC is a good starting place.
15	Class selections and opportunities.
16	
17	
18	
19	Limit of class availability.

Student comments to selected questions:

Question 5: *Student comments about the following concerning BBCC: Quality of teaching, availability of faculty, quality of courses taken, availability of courses, the preparation of courses toward their WSU major, and/or their overall BBCC experience:*

1 While at Big Bend, I would have liked to have taken some
Agricultural classes, but they have none, which I feel is kind of
dumb in an agricultural community.
2
3
4
5
6
7 The availability of faculty at BBCC is MUCH better than at WSU.
8 I had a very good experience at BBCC, but the only thing I have
thought is that I should have taken more science courses such as
Calculus and Physics.
9
10 I feel that most of the faculty enjoyed instructing and were
helpful.
11
12
13
14
15 You need more state, community, etc. support.
16 My experience at BBCC was truly wonderful. I thoroughly enjoyed my
courses and my instructors. They were always friendly and personable
and showed genuine care for students. They were always willing to
work with me inside and outside of class.
17
18
19

Student comments to selected questions:

Question 6: *Student comments concerning general college programs and services (e.g., labs (English, Math, Computer, etc.), gym, counseling center, etc.):*

REC#	
1	
2	Deeply disappointed in current ('92) library status. It is the only library of merit (materials & resources available) for any educational learning in the Grant County area.
3	
4	
5	
6	
7	Actually, students get more one-on-one help at BBCC than at WSU. I think it's really important to keep up the high quality of faculty, such as Wilks, Rogers, Teals, Ledeboer, etc.
8	Library and the English Lab were occasionally used when I took the English classes (101 & 102). Computer Lab was used only when I took the computer class. Need more books in the library.
9	
10	
11	
12	
13	
14	
15	
16	Every service was pleasant and helpful.
17	
18	
19	

Student comments to selected questions:

Question 7: *Student comments concerning other college services and the clarity of their procedures: Admissions, registration, financial aid, orientation, advising, etc.*

REC#	
1	Breadth requirements -- For some classes, it was hard to figure out what that class counted for because of recent changes. For example, last year one class was a Humanity but this year I don't think it is. Causes a little confusion.
2	
3	
4	
5	
6	Counselor wasn't aware of proper classes to take in order to transfer and not have to take any more General University Requirements at WSU. (Advising/Course Selection)
7	It's (everything) far more confusing at WSU than it ever was at BBCC.
8	I think an advisor should know more about student ability and what they want to study in the future. (Advising)
9	My adviser was changed and even I did not know. He was a very new adviser, so he didn't know much about school. (Advising)
10	During the first time I registered, I can remember not knowing what was going on. However, people helping with the procedure were helpful. (Registration)
11	I wasn't sure about a major and I didn't receive much help in figuring it out. (Advising/Course selection)
12	
13	
14	As a new student, I felt pretty much overwhelmed at the thought of college (New Student Orientation). The degree/certificate requirements were confusing because I kept changing my mind.
15	
16	
17	
18	
19	Kind of messy, especially when classes are closed (Admission/Registration).

Student comments to selected questions:

Question 8: *Student comments concerning the contribution of BBCC toward their personal growth and development in a variety of areas consistent with BBCC's mission and goal statement (also, final comments about BBCC in general):*

REC#	
1	
2	
3	
4	
5	
6	
7	At BBCC, I had only planned on a vocational degree. However, due to guidance and encouragement of my advisors (Iverson & Wilks), I found that I was really interested in a 4-yr. degree in Accounting. I feel better prepared in writing than other students.
8	
9	
10	
11	
12	
13	
14	
15	I would not have done well without the math and writing skills I developed at Big Bend.
16	
17	
18	
19	I'm very glad I went to BBCC before the University; nice transition, more personable.

V. INTERVIEW DISCUSSION QUESTIONS (IDQ's)

The responses to the interview discussion questions (IDQ's) yielded a host of enlightening and useful information. The questions generally fall into two categories. The first category, encompassing IDQ #1 and #4, deals with *positive* issues concerning BBCC, i.e., what are the college's "strengths," what is it that we are doing "right," what "advantages" are there in coming to Big Bend, etc.? The second category deals with areas in which the college fell short of the mark, areas in which the college can use some *improvement* and/or *change* to better serve students who plan to transfer to a four-year university. This includes IDQ's #2, #3, and #5.

All responses to these questions, much like the responses to the survey, are generally straightforward and self-explanatory, needing no further reiteration. All answers have been grouped and tallied to provide a quick summary of student reactions to these important issues.

INTERVIEW DISCUSSION QUESTIONS:

1. Why did you attend BBCC? What advantages did you "see" in coming to Big Bend?

STUDENT RESPONSES:	N
▸ Close to home, family; live at home; locality	12
▸ Finances, low cost education	10
▸ Decide on major, subject area review/training/assistance	7
▸ Good reputation of college/program; Heard positive things from family, friends	4
▸ Nice, friendly counselors	2
▸ BBCC Foundation scholarship	2
▸ Athletics	2
▸ Late to enroll at 4-year school	2
▸ Four-day week allowed me to go to school and work (keep my job)	1
▸ Small class size	1
▸ Positive atmosphere for students to succeed	1

2. What could we (BBCC in general, instructors, etc.) have done more of, or better, that would have helped you do well at WSU?

STUDENT RESPONSES:	N
Instruction/Courses	
▸ Require more papers/research papers	2
▸ Push students a little harder (WSU workload is greater)	2
▸ Develop portfolios for some majors (eg., architecture)	1
▸ Expose students to "take-home" testing	1
Administration/BBCC in general	
▸ More 8:00 a.m. classes	1
▸ Require more science and math	1
▸ More course sections	1
▸ Stronger curriculum for transfer degree areas	1
▸ Provide 4-year college visits for students	1
Advising/Counseling	
▸ Provide more info. on "transferring"/Clarify 4-year school requirements for specific majors	6
▸ More emphasis on helping students to identify major	2

3. What would you like to have had more of at Big Bend?

STUDENT RESPONSES:	N
▸ More/better advising, requirements of 4-year school, help "finding" a major	9
▸ More exposure to computers, word processing, computer languages	7
▸ More exposure to essay exams	6
▸ More term papers	4
▸ Higher demand for "quality writing;" (courses too easy)	3
▸ Greater variety of course offerings (eg., Foreign Languages, Economics)	2
▸ More reading (assigned); how to deal with "massive" quantities of reading	1
▸ More emphasis on Creative Thinking	1
▸ A beginning course in personal growth/development	1
▸ More Math	1

4. What are the strengths of BBCC? What is it that we do well, or are doing right?

STUDENT RESPONSES:	N
▸ Excellent instructors/instruction ("approachable," "friendly," "caring," "high interaction," "easy to talk with")	12
▸ "Smallness" of school, smaller classes, "personal touch"	10
▸ Availability of faculty ("student oriented")	7
▸ Positive, friendly atmosphere/people	6
▸ Excellent counseling/registration personnel	3
▸ Strong transfer programs ("Anthro./History/Flight")	3
▸ 4-day week ("gives time to study and work")	2
▸ Free parking!	2
▸ Helpful labs	1
▸ Athletics	1

5. We need your advice -- what can we change at BBCC to better serve students?

STUDENT RESPONSES:	N
▸ More classes/class sections	10
▸ Broader range of course offerings, greater variety (science courses, bio-chemistry, organic chemistry, criminology, economics)	7
▸ Bigger library, more books/resources	3
▸ Better library hours (evenings, weekends)	3
▸ Increase summer school offerings	2
▸ Nothing; had a great experience	2
▸ Increase computer availability to students (more hours)	1
▸ More/better major-specific advising	1
▸ Create study skills course (test preparation, etc.)	1
▸ Provide Agriculture classes	1
▸ Organize more intramural activities	1

Appendix

March 6, 1992 Form i-1

Interview Instrument
BBCC Transfer Student Follow-Up
Washington State University

Please answer the following questions as completely and candidly as possible:

1. a. Are you a BBCC graduate? Yes_____ No_____
   b. Approximate number of credit hours transferred from BBCC to WSU _____
   c. WSU major _____

2. Were there any problems for you with regard to the transfer of your BBCC credits to WSU? Please describe:

3. Compared to BBCC, do you consider academic work at WSU to be more demanding, less demanding, or about the same? How so? Please explain:

4. Would you recommend BBCC to a friend considering college?

   1 NO, UNDER NO CIRCUMSTANCES
   2 NO, PROBABLY NOT
   3 YES, WITH RESERVATIONS
   4 YES, WITHOUT RESERVATIONS

   Please indicate any reservations you might have:

5. How would you evaluate each of the following at BBCC?

	VERY POOR	POOR	FAIR	GOOD	VERY GOOD
a. Quality of teaching	1	2	3	4	5
b. Availability of faculty	1	2	3	4	5
c. Quality of courses you have taken	1	2	3	4	5
d. Availability of courses	1	2	3	4	5
e. Preparation of courses related to your current major (if applicable)	1	2	3	4	5
f. Your overall BBCC experience	1	2	3	4	5

COMMENTS:

GENERAL COLLEGE PROGRAMS AND SERVICES

6. Here, we would like to ask you a few questions about general College services. Please indicate how frequently you used each service and indicate the quality of the service you received (with 1 meaning very poor and 5 meaning very good).

		How often have you used this service?				How would you rate the quality of service you received?				
		FRQ'NTLY	OCCA'LLY	SELDOM	NEVER	V.POOR	POOR	FAIR	GOOD	V.GOOD
a.	Library	1	2	3	4	1	2	3	4	5
b.	Math Lab	1	2	3	4	1	2	3	4	5
c.	English Lab	1	2	3	4	1	2	3	4	5
d.	Counseling Center	1	2	3	4	1	2	3	4	5
e.	Career Center	1	2	3	4	1	2	3	4	5
f.	Gym/Recreational Activities	1	2	3	4	1	2	3	4	5
g.	Computer Lab	1	2	3	4	1	2	3	4	5
h.	Foreign Language Lab	1	2	3	4	1	2	3	4	5

COMMENTS:

7. Now, we would like to ask you about some other College services. Please indicate how clear the procedures are for each service, and rate the quality of the service received.

		How clear are the procedures?				How would you rate the quality of service you received?				
		CLEAR	SOMEWHAT CONFUSING	VERY CONFUSING	DIDN'T USE	V.POOR	POOR	FAIR	GOOD	V.GOOD
a.	Admissions	1	2	3	4	1	2	3	4	5
b.	Registration	1	2	3	4	1	2	3	4	5
c.	Financial Aid	1	2	3	4	1	2	3	4	5
d.	New Student Orientation	1	2	3	4	1	2	3	4	5
e.	Degree/Certificate Requirements	1	2	3	4	1	2	3	4	5
f.	College Publications (Catalog, Schedule)	1	2	3	4	1	2	3	4	5
g.	Advising/Course Selection	1	2	3	4	1	2	3	4	5

h. If you indicated that an above program or service is "somewhat confusing" or "very confusing," pleasexplain here:

8. Please rate BBCC's contribution to your development in each of the following areas. Use the 1 to 5 scale below, with 5 meaning BBCC did a very good job and 1 meaning BBCC did a very poor job. If you think that an item does not apply to <u>your</u> Big Bend Community College experience, please skip it.

	V.POOR	POOR	FAIR	GOOD	V.GOOD
A. Broadened my knowledge of the arts and sciences	1	2	3	4	5
B. Improved my ability to communicate orally	1	2	3	4	5
C. Improved my ability to communicate in writing	1	2	3	4	5
D. Enhanced my ability to get along and work with others in groups	1	2	3	4	5
E. Expanded my tolerance for people and ideas	1	2	3	4	5
F. Increased my sensitivity to cultural diversity	1	2	3	4	5
G. Enhanced my self-confidence	1	2	3	4	5
H. Expanded my creativity	1	2	3	4	5
I. Improved my math skills and abilities	1	2	3	4	5
J. Improved my ability to critically evaluate ideas and arguments	1	2	3	4	5
K. Assisted me in clarifying the values and goals of my life	1	2	3	4	5
L. Improved my ability to define and solve problems	1	2	3	4	5
M. Increased my leadership abilities	1	2	3	4	5
N. Helped me to recognize my rights, responsibilities, and privileges as a citizen	1	2	3	4	5
O. Expanded my desire for life-long learning	1	2	3	4	5

<u>COMMENTS</u>:

Interview Discussion Questions: Form i-2

1. Why did you attend BBCC? What advantages did you "see" in coming to Big Bend?

2. What could we (BBCC in general, instructors, etc.) have done more of, or better, that would have helped you do well at WSU?

3. What would you like to have had more of at Big Bend?

   - more writing
   - more math
   - more exposure to computers
   - more term papers
   - more essay exams
   - more/better advising
   - other(s) _____

4. What are the strengths of BBCC? What is it that we do well or are doing "right?"

5. We need your advice -- what can we change at BBCC to better serve students?

March 6, 1992

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